



History

Intent

The intent for history is based on our curriculum driver: Be Brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. We will offer a range of engaging and intellectually stimulating activities and experiences through a key concept approach, which will lead to changes being made to the children's long-term memory. Our intent is that pupils:

- Foster an interest in the past.
- Understand about changes within living memory (children's toys).
- Know about events beyond living memory that are significant nationally or globally (the Great Fire of London).
- Know about the lives of significant individuals in the past who have contributed to national and international achievements (Mary Seacole).
- Know about significant historical events, people and places in their own locality (Nottingham Castle).

Implementation

In Foundation 2, we follow the EYFS Statutory Framework and we introduce the subject of history through the specific area 'Understanding the World'. In Key Stage 1, we follow the National Curriculum. We have split our academic year into three terms: autumn, spring and summer. For each term we have assigned a key concept. Our key concepts are ways of working that are fundamental to history. For history these are:

- Autumn term: To understand chronology.
- Spring term: To understand cause and consequence.
- Summer term: To explore and evaluate evidence.

Each term the history curriculum is delivered through these key concepts, allowing all the subject content to be covered three times during the academic year, and six times over the key stage. Our key concepts have been carefully sequenced to enable the

children to remember more and know more. By exploring the theme of chronology first, children can explore timelines, which are displayed in the classrooms as working walls, and therefore visually order historical events chronologically.

Timelines are displayed in the autumn term and are developed throughout the year to support the progression of knowledge. Once children have a secure understanding of chronology, they begin to examine both the occurrences leading up to historical events and the impact that these events have had, hence exploring the key concept of cause and consequence. Our aim is for children to see themselves as confident historians, who use higher level thinking skills. Through exploring and evaluating evidence as their final key concept, the children can not only reflect on their knowledge and pose their own questions but also justify their answers with supporting evidence.

Longitudinal learning is a fundamental part of the learning in history and underpins every lesson. It is incorporated into each history lesson and is supported by regular routines and activities. The longitudinal learning in history is, 'to ask and answer questions.'

At the start of each session, the children do a WIS Quiz which recaps on all the previous learning in history. The quality of teaching and learning in history is monitored and moderated throughout the year. Lessons are designed to promote collaborative and active learning using practical and meaningful experiences to enable opportunities for all children to succeed.

Impact

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess this against the history knowledge progression framework we have created for our school. As a school, we understand that deep learning takes place when subjects are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills. New learning will be taught all the time whilst revisiting prior learning. In this way, learning will take place over an entire Key Stage, enabling the children to revisit learning regularly whilst adding new ideas, knowledge and skills. By the end of their time at Woodthorpe Infant School, our children will have developed skills needed to be a historian and understand how they can apply these in Key Stage 2 and in future careers.

History and SEND

For pupils with SEND, adaptations may be made in history which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in history by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.